

School Curriculum Intent Statement

1. School Context and Learner Cohort

Educ8 Leicester Independent School provides education to learners in years 9, 10 and 11. The majority of our learners have experienced disrupted or sporadic learning and have significant gaps in their learning, as a consequence their starting points tend to be very low. The vast majority of learners have SEND and have a ECHP. Attendance levels tend to be low on referral, as a result of the disruption to learning our learners have experienced prior to their referral.

Referral arrangements vary according to the different Local Authorities [LAs] that refer learners to our provision. In general, LAs are slow to place learners, once they have been accepted into our provision, and this means that many of our learners experience longer than necessary periods of absence from education prior to their referral and admission.

Our curriculum is designed to engage learners who have experienced significant periods of time out of mainstream or special education settings. We assess the needs of our learners quickly and provide them with a curriculum that matches their individual needs. This typically consists of the core academic subjects offered alongside a comprehensive programme of personal development, recreational and vocational education. In addition to this basic offer of education we also provide a range of targeted educational interventions to address any educational gaps or shortcomings that our learners may exhibit.

2. Curriculum Intent

We offer a broad, balanced and ambitious curriculum to our learners that enables them to re-engage in learning and achieve the skills and qualifications they need to make the next step in their education .

We run a range of targeted interventions alongside our basic curriculum offer eg Reading & Spelling and Numeracy. These interventions help our learners to develop their learning skills and to engage in our curriculum more effectively.

We ensure that the curriculum that we offer to our learners is both suitable and challenging by engaging our learners in their own education planning [via their Learner Journal], by setting robust baselines and by tracking our learners progress and achievement using progress & achievement slide rules over time.

We offer our learners a comprehensive programme of Personal Development and we use an ipsative assessment approach to monitor and develop their knowledge improvement levels. We also offer our year 10 and 11 learners the opportunity to achieve a PSD qualification.

Our Personal Development curriculum supports learners to become resilient and productive citizens and to be able to make informed and realistic decisions regarding their future and implement them effectively. We promote fundamental British Values across our curriculum by mapping British Values

across all of our subject areas and by providing our learners with their own, subject-based, British Values Passports.

This programme is supported by the addition of a range of high quality careers education and guidance activities and events. We map our careers guidance programme to the Gatsby Benchmarks Standards and aim to meet each of these standards to a high level. [Recorded on our Unifrog Careers Information Platform]. This ensures that our learners are well prepared to make the transition into further education, training or employment.

3. Curriculum Entitlement and Structure

We provide our learners with access to a core curriculum which provides the following subjects ..

- Maths
- English
- Applied Science,
- Creative Studies,
- Vocational Studies,
- Sport
- Personal & Social Development [Including PSHE & RSE]

In addition to this core curriculum we offer a range of enrichment and alternative learning opportunities, such as, recreational and practical learning workshops, activities and events.

Our curriculum is matched to the ages/abilities of our learners and is also designed to match their needs and prepare them for the next phase of their education. All key stage 4 subjects are accredited except PE [which is an enrichment subject]. We offer qualifications in all core subject areas.

4. Rationale for Qualifications and Pathways

Because the vast majority of our learners have sporadic or disrupted learning experiences prior to referral we take time to assess them in a number of different areas. In particular we assess their academic levels, reading and spelling ages and pastoral and behavioral needs and expectations. We use this information to tailor their education programme and provide interventions to address any gaps that they may have.

We assess our learners' English & mathematics levels using a ForSkills Functional Skills assessment program. This provides us with an accurate functional skills baseline. We use this baseline to set our learners appropriate progress and achievement targets and to match our curriculum to their needs. We utilize these functional baselines, alongside tutor assessments, to set reliable baselines and targets in all other subject areas using Progress & Achievement Slide Rules. We use Ipsative Assessments to determine learners' knowledge improvement in non-accredited subjects.

Although we offer a core curriculum that all learners access, we use a combination of assessment information and learner input and feedback to monitor the impact of our curriculum alongside the needs of our learners and to provide targeted interventions. Learners complete and manage their own Learner Journal document that links them to their learning and which is also used by them to

provide feedback in relation to their progress, achievement and pastoral & behavioural needs. The journal is also used to record learners' progress and achievement in relation to their academic and vocational studies and contains information relating to their preparation for post 16 education, employment or training.

5. English, Mathematics and Science

We currently offer our key Stage 4 learners access to the following qualifications ...

- **Functional Skills English & Mathematics [Entry Level 1-3 and Level 1 and 2]**
- **Applied Science BTEC**
- **Personal & Social Development Level 1**
- **Vocational Studies AQA**

We will be introducing courses in GCSE English & Mathematics once we have secured learners who will be able to access these over a 2 year period.

Reading is developed throughout the curriculum with an emphasis on phonics development. All staff are trained in the teaching of reading and reading is supported in lessons and during tutorial and unstructured times through the provision of literacy boxes, targeted interventions, a tutorial reading programme [DEAR] and a reading library.

We support and encourage our learners to prepare for their transition into further education, training, employment and adulthood by offering them a broad and balanced curriculum that is tailored to their needs. We identify their academic strengths and weaknesses and design programmes of study to support both of these elements. Each learner's Learner Journal documents enables learners to identify their perceived barriers to learning as well as their key goals and aspirations. Our careers adviser also shapes post -16 advice and guidance to learners' interests and abilities and devises a bespoke action plan to enable each learner to make sound career decisions and implement them effectively.

6. Reading, Literacy and Communication

On referral and entry to our school we test all learners using a variety of assessment tools. We test reading and spelling ages using a combination of the following ...

- **Vernon Reading and Spelling Assessment**
- **Diagnostic Reading Assessment**

Once we have an assessment of a learner's reading and spelling ages we set improvement targets and then we tailor our interventions to their particular needs. We use a combination of "That Reading Thing" & "Literacy Gold" reading recovery programmes to deliver these interventions. Our staff are trained to teach phonics and we build on this by including literacy games, puzzles and challenges to enable our learners to develop their reading and spelling skills in a fun way. We promote reading in lessons by encouraging learners to read from the board and from texts presented to them in lessons and from their own workbooks. We endeavor to promote a love of reading by having a Drop Everything & Read [DEAR] tutorial period each day.

7. Personal Development, PSHE and RSE

Our Personal Development, PSHE & RSE, curriculum is delivered through designated PSD/PSHE/RSE lessons. This curriculum covers a range of topics under the following PSHE Association core themes of ...

- **Health & Well-being** - Focusing on physical and mental health , healthy lifestyle choices, diet , exercise , personal safety , drugs and alcohol, puberty and first aid
- **Relationships** - Covering family structures and friendships, developing positive and respectful connections, consent, recognising unhealthy relationships and developing social skills
- **Living in the wider world** - Exploring economic well-being, financial education, careers, citizenship, community and fundamental British values.

Our learners are taught how to keep themselves healthy and safe through the delivery of a range of topics including ...

- **Keeping safe on-line**
- **Grooming and Child Criminal & Sexual Exploitation.**

Learners in Key Stage 4 are provided with the opportunity to gain a level 1 PSD qualification and learners' knowledge improvement is assessed using our unique Ipsative Knowledge Improvement Slide Rule. Fundamental British values are mapped across the whole curriculum and each subject lead completes a British Values Planning Matrix. In addition all learners have a subject based British Values Passport.

By making our curriculum relevant and tailored to the needs of our learners we aim to improve levels of engagement and attendance. We aim to make our curriculum more meaningful to learners by offering them access to a range of practical and work related learning opportunities. We commission high quality careers education and guidance and use our Unifrog Careers Information Platform to support our careers curriculum and record our learners' research and experiences. Through these systems we are able to map our curriculum against the 8 Gatsby Benchmark Standards and assess the quality of our careers programme via audits, learner feedback and learner progression and destination data.

We ensure that our PSHE curriculum is age and developmentally appropriate. We ensure that the contents are delivered in an inclusive manner and are responsive to our learners' needs. The school's separate RSE Policy remains the controlling policy for statutory RSE arrangements.

8. Safeguarding Through the Curriculum

A range of safeguarding risks and themes are covered within our PSD/PSHE curriculum [As detailed above] . Our learners are provided with a comprehensive range of safeguarding information and this is also included in their learner journal and induction programme. Issues and concerns can be raised and discussed during regular tutorial sessions and all staff receive safeguarding refresher training on an annual basis. Our designated safeguarding staff are always on hand to listen to and act on any concerns raised by learners. Safeguarding information for learners is displayed throughout the school. Learners complete a termly feedback questionnaire which includes

questions relating to safeguarding and well-being. Our ICT systems have filter protection on them to protect learners from accessing inappropriate content on-line. Learners are also taught how to keep themselves safe on line and outside school through our PSD/ PSHE curriculum.

We operate a strong safeguarding culture and staff are encouraged to report any concerns that they may have in relation to the safety and well-being of learners or the behaviour of others. Our staff are taught to be curious when exerting their safeguarding duties and to share safeguarding concerns appropriately when they feel that they have reason[s] to do so.

9. SEND, Inclusion and Adaptive Teaching

All of our learners have SEND so we ensure that our curriculum and teaching approaches are sufficiently adaptable to meet their needs. This process begins with our SENDCo reviewing the EHCPs for each of our learners. A range of assessment tools are then used to determine the academic levels and pastoral and behavioural needs of each learner. This includes the identification of a range of potential barriers to learning. This information is detailed on our SEND & Pupil Premium Register. Under the guidance of our SENDCo all teachers use this information to complete a Quality 1st Teaching Strategy Checklist for each learner. This identifies the strategies and learning approaches and styles that are most effective for each learner in terms of curriculum delivery and learning support. Following a detailed assessment of each learner we also provide a range of targeted interventions to assist learners in closing any gaps in their learning. eg Reading interventions. We commission external advice and support from specialist services when we identify that a learner requires more specialist support.

Learners are set learning targets as well as behavioural and well-being targets, these are detailed in their Learner Journal and on their individual profile. All learners have a Positive Handling Plan & Risk Assessment and this identifies potential behaviour concerns, triggers and appropriate behaviour management approaches. .

10. Equality, Diversity and Anti-Discriminatory Curriculum

Through the delivery of our diverse curriculum we aim to enable learners to be inclusive in their attitudes and we proactively challenge negative or discriminatory views and attitudes. We celebrate and study different cultures, faiths and religions. Through our mapped SMSC curriculum we enable our learners to develop informed and respectful beliefs and values. Our British Values Passport is used to record our learners' engagement in British Values related activities and learning experiences. We offer a Personal and Social Development Qualification and C-Cap 30 awareness programme [offering our learners access to over 3 Cultural Capital Events and / or experiences.

11. Online Safety and Emerging Technologies

On-line safety and the responsible use of technology is taught through our PSD / PSHE curriculum. We cover a range of topics including ...

- Grooming and Child Criminal and Sexual Exploitation
- Harmful or inappropriate content
- Cyber Bullying
- Radicalisation

- Consent
- Harassment
- Image sharing
- The safe and appropriate use of information technology based services and tools such as social media, AI, games and chat rooms.

We teach our learners to recognise the risks that they may face on-line and ensure that they know when and how to seek help and support.

We ensure that our learners are not able to access any inappropriate content on-line by ensuring high levels of supervision and by having filtering systems in place to block the use of any harmful or inappropriate content. We teach our learners to recognise that misinformation is often distributed on-line and that this can be harmful.

12. Careers and Preparation for Adulthood

All of the Personal Social Development and PSHE lessons are mapped against the eight Gatsby bench marks. We use an online Unifrog Careers Resource and Guidance Platform. We will use this platform to underpin our existing programme with particular reference to Gatsby benchmarks 5 and 6 (Encounters with employers and employees and experiences of work places) All learners benefit from 1:1 personal guidance through our careers personal adviser who supports and explores our learners' career choices. All learners receive a careers action plan which supports them to explore realistic and aspirational pathways into Further Educational, Employment or Training.

13. Enrichment, SMSC and Wider Experiences

SMSC, British values, and Cultural capital are mapped and inter- woven into all taught subjects. Our C-Cap 30 programme develops our learners' vocational and wider community knowledge and offers them opportunities and experiences beyond the taught curriculum. We develop our learners so they become positive and resilient citizens that can contribute effectively to their own communities and the surrounding communities within Leicester and Leicestershire . Our British values passport supports our learners to track and monitor British Values themes and knowledge that they are gaining within and alongside our taught curriculum.

14. Sequencing, Progression and Addressing Gaps

Our SENDco reviews EHCP's and considers barriers to learning, learning styles and strategies to enable the individual to progress through the taught curriculum at an appropriate level. In class support is informed by each learner having a One Page Profile and a Quality 1st Teaching Strategy Checklist. We use a range of Progress & Achievement Slide Rules to identify starting points and to set challenging progress and achievement targets for our learners.

We provide bespoke 1:1 targeted support which focuses on any gaps in our learners' learning. We also use a range of recognised reading intervention programmes such as 'Literacy Gold' and 'That Reading Thing'. We use a range of assessment tools to establish our learners' academic levels, reading and spelling levels and pastoral and behavioural needs. All students have an identified baseline and working at level in all of the curriculum areas and students can gain qualifications at various levels depending on ability, attendance levels and behaviour and attitude towards their learning. All curriculum leads have standardised planning folders in order to ensure that planning,

marking & feedback, lesson delivery and progress and achievement tracking is consistently and objectively applied throughout the school.

Learners are grouped according to their age and / or ability where possible . We teach a basic curriculum and identify gaps in learning through a combination of assessment, tracking and observation. We use targeted interventions to close learning gaps. As learners progress we develop our curriculum to ensure that they have the skills and qualifications to make a successful transition into the next phase of their education.

15. Attendance, Re-engagement and Personalised Pathways

We offer our learners a range of educational pathways. For example, we provide vocational learning pathways. We are in the process of exploring and developing potential voluntary work experience opportunities in the local area. The quality and suitability of these opportunities will be assured through the use of Leicester Education Business Company.

Educ8 Leicester is currently in transition and has a number of legacy learners that have sporadic attendance and are finding the more structured education environment challenging to assimilate into. We are working very closely with parents and outside agencies to establish wrap-around support for individual learners. This has included Initial entry meetings, with all parties involved, and regular phone calls home to parents. We are also constantly reviewing our curriculum in order to ensure that we are able to effectively support and meet the needs of all our learners.

16. Learner Voice and Aspirations

On referral we meet with parents / carers and learners to discuss the curriculum and support that we are able to offer. We also seek the views of learners via their learner Journal. This information is used to plan their entry into the school and to help determine the type of timetable they will follow and if they require any additional support or interventions. We also have extremely flexible timetable arrangements and we are able to adjust learners timetables in response to specific needs.

Each learner also completes a student voice questionnaire termly to enable us to assess if learners are valuing the learning journey. We also offer our learners and their parents/ carers the opportunity to attend open days on a termly basis throughout the year. We foster strong relationships with parents/ carers by keeping in regular contact with them and sharing positive feedback with them when their child does well.

17. Intended Impact and Learner Outcomes

Academic progress is tracked through the use of progress & achievement slide rules, which offer baseline levels, progressive and accelerated level tracking. Regular and consistent progressive marking and feedback offers learners the opportunity to consolidate learning and improve subject knowledge. The curriculum provides both academic and enrichment opportunities and all subjects provide access to a qualification. In non-accredited and personal development topics we are able to assess and track our learners' knowledge improvement using our Ipsative Knowledge Improvement Slide Rule. We are in the process of developing a range of Vocational pathways and work experience opportunities.

We encourage and reward strong attendance using a range of approaches; our REACH Reward programme encourages positive engagement in lessons but also promotes strong attendance. We are also developing an attendance reward programme which will come on stream during half term 2. Our learners receive age appropriate access to careers education and guidance and this enables them to make sound career choices and implement them effectively. We work hard to ensure that all of our year 11 learners receive a post-16 further education, employment or training offer.

18. Implementation and Quality Assurance

All staff are well planned and prepared for lessons. The planning folders are standardised and contain curriculum specific SOW's, 10-Minute Lesson Plans, Quality 1st Teaching Strategy Checklists, British Values Planning Matrix and REACH Strategies Checklist. CPD takes place every Wednesday afternoon and there is a flexible CPD calendar in place which is planned to develop pastoral, behavioural and academic strategies as well as teacher knowledge and skills. We monitor performance using a range of monitoring and evaluations tools, including ...

- Planning and Marking scrutinies
- Learning Walks
- Lesson Observations
- Progress & Achievement Tracking & Monitoring
- Behaviour Tracking & Monitoring
- Staff Appraisal & Supervision.
- Learner Voice Questionnaires
- Parent Voice Questionnaires
- Staff Voice Questionnaires

We undertake these monitoring and evaluation activities on a cyclical basis throughout the year. We have developed two audit tools which we use to gather information relating to all of the above; one of these audits has a focus on the quality of teaching, learning and assessment, while the other has more of a focus on engagement and management and supervision of learners. We analyse the information that we gather carefully and use this to develop the quality of our teaching and learning, curriculum and behaviour management approaches.

19. Supporting School-Level Documents

The following documents are available to evidence implementation of this statement

- Curriculum maps and long-term plans
- School timetable
- Schemes of work / subject sequencing documents
- Lesson Plans
- Qualification and accreditation information
- Reading and literacy intervention records
- Personal Development / PSHE / RSE curriculum documentation
- Careers programme and records
- Enrichment records
- Assessment and learner progress information
- Curriculum QA and review records

20. Review and Sign-Off

Completed by	Andrew Barrett / Anita tribhovan
Reviewed by	Shaun Whittingham
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